

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

State Results

State: Maine



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							13,739									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,422	13,440	13,395							98	98	97
Current LEP Students							2,707	2,743	2,599							20	20	19
With an approved accommodation							436	449	434							3	3	3
IEP Students							196	212	185							45	47	43
With an approved accommodation							2,123	2,131	2,111							16	16	16
Students not tested in NECAP							1,751	1,755	1,694							82	82	80
State Approved							317	299	344							2	2	3
Alternate Assessment							243	229	234							77	77	68
First Year LEP							219	212	210							90	93	90
Withdrew After October 1							5	0	5							2	0	2
Enrolled After October 1							0	0	0							0	0	0
Special Consideration							0	0	0							0	0	0
Other							19	17	19							8	7	8
							74	70	110							23	23	32

NECAP RESULTS

	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
READING	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545						
MATH	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543						
WRITING	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

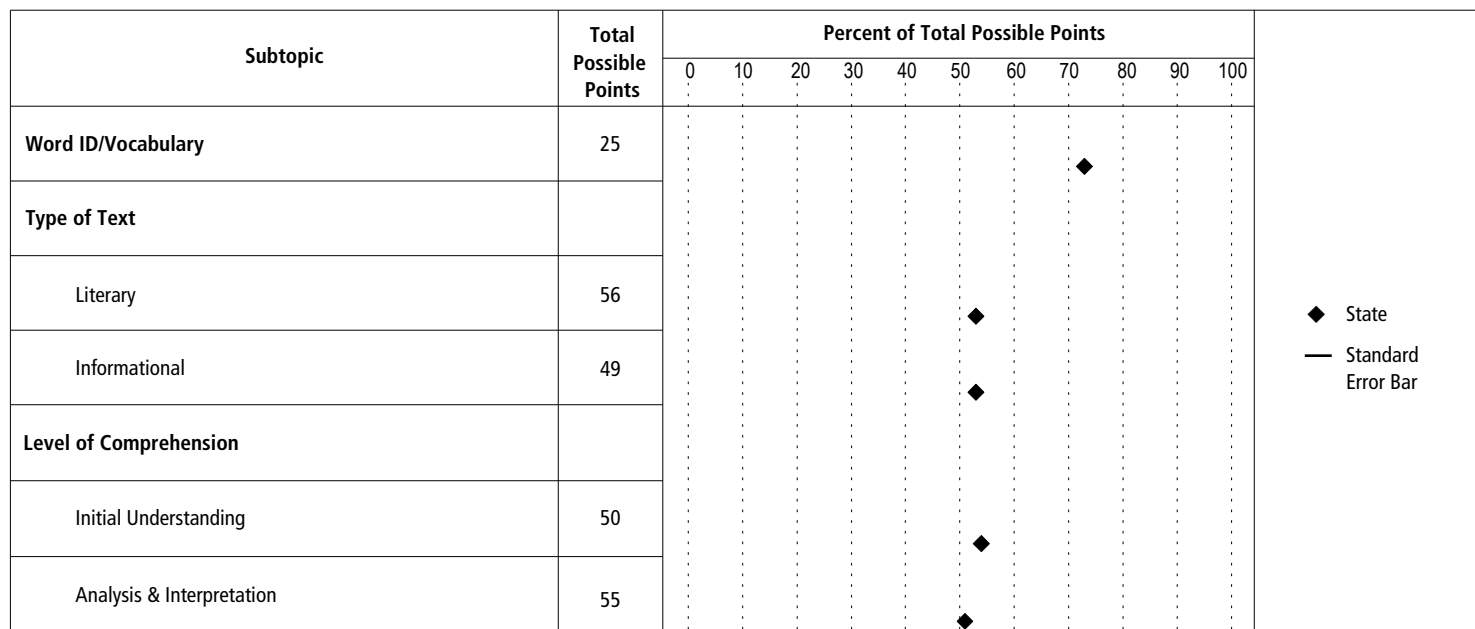
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	13,920	196	83	13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative													
Total	41,536	756	257	40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545												
Gender																									
Male	7,138	164	38	6,936	722	10	3,603	52	1,825	26	786	11	543												
Female	6,601	79	36	6,486	1,338	21	3,493	54	1,247	19	408	6	547												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	237	10	6	221	28	13	103	47	65	29	25	11	543												
Not Hispanic or Latino																									
American Indian or Alaskan Native	122	4	1	117	7	6	47	40	45	38	18	15	539												
Asian	244	2	3	239	49	21	132	55	37	15	21	9	547												
Black or African American	405	14	4	387	21	5	137	35	111	29	118	30	537												
Native Hawaiian or Pacific Islander	15	2	0	13	5	38	5	38	1	8	2	15	549												
White	12,559	210	59	12,290	1,930	16	6,590	54	2,776	23	994	8	545												
Two or more races	157	1	1	155	20	13	82	53	37	24	16	10	545												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	462	17	9	436	22	5	148	34	138	32	128	29	537												
Former LEP student - monitoring year 1	21	0	0	21	8	38	13	62	0	0	0	0	554												
Former LEP student - monitoring year 2	15	0	0	15	9	60	5	33	1	7	0	0	557												
All Other Students	13,241	226	65	12,950	2,021	16	6,930	54	2,933	23	1,066	8	545												
IEP																									
Students with an IEP	2,387	230	34	2,123	27	1	526	25	822	39	748	35	534												
All Other Students	11,352	13	40	11,299	2,033	18	6,570	58	2,250	20	446	4	547												
SES																									
Economically Disadvantaged Students	6,386	172	49	6,165	493	8	2,977	48	1,818	29	877	14	541												
All Other Students	7,353	71	25	7,257	1,567	22	4,119	57	1,254	17	317	4	548												
Migrant																									
Migrant Students	7	0	0	7																					
All Other Students	13,732	243	74	13,415	2,060	15	7,093	53	3,071	23	1,191	9	545												
Title I																									
Students Receiving Title I Services	2,674	23	13	2,638	122	5	1,093	41	1,056	40	367	14	540												
All Other Students	11,065	220	61	10,784	1,938	18	6,003	56	2,016	19	827	8	546												
504 Plan																									
Students with a 504 Plan	305	0	5	300	27	9	156	52	89	30	28	9	543												
All Other Students	13,434	243	69	13,122	2,033	15	6,940	53	2,983	23	1,166	9	545												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

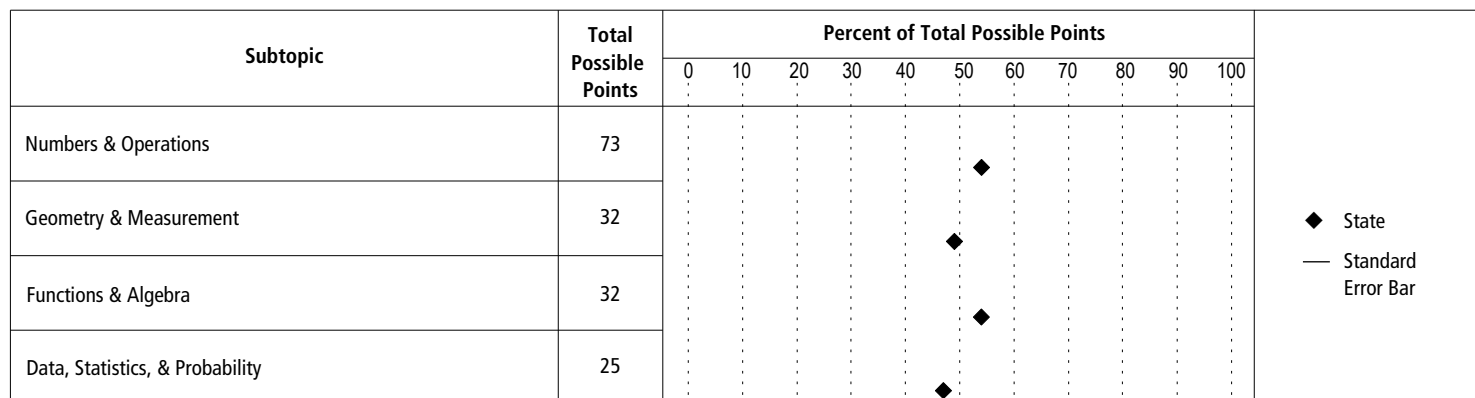
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total	41,536	643	254	40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543												
Gender																									
Male	7,138	150	39	6,949	1,185	17	3,245	47	1,282	18	1,237	18	543												
Female	6,601	79	31	6,491	1,022	16	3,193	49	1,157	18	1,119	17	543												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	237	10	3	224	27	12	86	38	46	21	65	29	539												
Not Hispanic or Latino																									
American Indian or Alaskan Native	122	2	1	119	8	7	56	47	28	24	27	23	540												
Asian	244	2	0	242	56	23	115	48	35	14	36	15	546												
Black or African American	405	10	3	392	15	4	121	31	82	21	174	44	534												
Native Hawaiian or Pacific Islander	15	2	0	13	3	23	7	54	1	8	2	15	546												
White	12,559	202	62	12,295	2,069	17	5,983	49	2,219	18	2,024	16	543												
Two or more races	157	1	1	155	29	19	70	45	28	18	28	18	543												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	462	11	2	449	15	3	145	32	92	20	197	44	534												
Former LEP student - monitoring year 1	21	0	0	21	9	43	10	48	1	5	1	5	553												
Former LEP student - monitoring year 2	15	0	0	15	7	47	5	33	1	7	2	13	555												
All Other Students	13,241	218	68	12,955	2,176	17	6,278	48	2,345	18	2,156	17	543												
IEP																									
Students with an IEP	2,387	222	34	2,131	67	3	517	24	503	24	1,044	49	532												
All Other Students	11,352	7	36	11,309	2,140	19	5,921	52	1,936	17	1,312	12	545												
SES																									
Economically Disadvantaged Students	6,386	160	45	6,181	508	8	2,639	43	1,410	23	1,624	26	539												
All Other Students	7,353	69	25	7,259	1,699	23	3,799	52	1,029	14	732	10	546												
Migrant																									
Migrant Students	7	0	0	7																					
All Other Students	13,732	229	70	13,433	2,206	16	6,437	48	2,437	18	2,353	18	543												
Title I																									
Students Receiving Title I Services	2,674	18	12	2,644	72	3	947	36	789	30	836	32	537												
All Other Students	11,065	211	58	10,796	2,135	20	5,491	51	1,650	15	1,520	14	545												
504 Plan																									
Students with a 504 Plan	305	0	5	300	31	10	136	45	73	24	60	20	541												
All Other Students	13,434	229	65	13,140	2,176	17	6,302	48	2,366	18	2,296	17	543												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Writing Results

State: Maine

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total	27,616	543	243	26,830	1,908	7	9,281	35	12,371	46	3,270	12	539

Subtopic	Total Possible Points	Percent of Total Possible Points											
		0	10	20	30	40	50	60	70	80	90	100	
Multiple Choice	10									◆			◆ State — Standard Error Bar
Short Responses	12					◆							
Extended Response	12					◆							



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Writing Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538												
Gender																									
Male	7,138	157	67	6,914	200	3	1,928	28	3,442	50	1,344	19	535												
Female	6,601	77	43	6,481	571	9	2,709	42	2,627	41	574	9	541												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	237	10	8	219	11	5	67	31	107	49	34	16	537												
Not Hispanic or Latino																									
American Indian or Alaskan Native	122	3	2	117	1	1	24	21	58	50	34	29	532												
Asian	244	2	4	238	20	8	96	40	92	39	30	13	540												
Black or African American	405	12	9	384	7	2	91	24	161	42	125	33	532												
Native Hawaiian or Pacific Islander	15	1	1	13	2	15	8	62	1	8	2	15	545												
White	12,559	205	85	12,269	722	6	4,298	35	5,585	46	1,664	14	538												
Two or more races	157	1	1	155	8	5	53	34	65	42	29	19	537												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	462	17	11	434	16	4	104	24	184	42	130	30	533												
Former LEP student - monitoring year 1	21	0	1	20	1	5	11	55	7	35	1	5	542												
Former LEP student - monitoring year 2	15	0	0	15	3	20	8	53	4	27	0	0	546												
All Other Students	13,241	217	98	12,926	751	6	4,514	35	5,874	45	1,787	14	538												
IEP																									
Students with an IEP	2,387	220	56	2,111	8	<1	171	8	912	43	1,020	48	527												
All Other Students	11,352	14	54	11,284	763	7	4,466	40	5,157	46	898	8	540												
SES																									
Economically Disadvantaged Students	6,386	166	71	6,149	166	3	1,598	26	3,096	50	1,289	21	535												
All Other Students	7,353	68	39	7,246	605	8	3,039	42	2,973	41	629	9	540												
Migrant																									
Migrant Students	7	0	1	6																					
All Other Students	13,732	234	109	13,389	771	6	4,636	35	6,067	45	1,915	14	538												
Title I																									
Students Receiving Title I Services	2,674	25	16	2,633	48	2	533	20	1,455	55	597	23	534												
All Other Students	11,065	209	94	10,762	723	7	4,104	38	4,614	43	1,321	12	539												
504 Plan																									
Students with a 504 Plan	305	0	6	299	7	2	72	24	170	57	50	17	535												
All Other Students	13,434	234	104	13,096	764	6	4,565	35	5,899	45	1,868	14	538												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.